

Fractions - exam questions - Level 2

1. A worker at a fruit farm fills baskets with fruit.

40% of his baskets contain raspberries and the rest contain strawberries.

What fraction of his baskets contain strawberries?

A. $\frac{1}{60}$

B. $\frac{1}{6}$

C. $\frac{1}{3}$

D. $\frac{3}{5}$

2. The warden of a nature reserve counts the number of birds hatching each year. The number of baby robins that hatched last year was 43.

This year 49 have hatched.

Which calculation gives the percentage increase in the number of baby robins?

A. $\frac{49-43}{49} \times 100$

C. $\frac{49}{49-43} \times 100$

B. $\frac{49-43}{43} \times 100$

D. $\frac{43}{49-43} \times 100$

3. The number of people visiting the nature reserve in the last 6 months was 3,580. The warden expects the number of visitors to be 25% more than this, in the next 6 months.

The closest estimate to the number of visitors the warden expects in the next 6 months is

A. 1 000

B. 3 600

C. 4 500

D. 5 000

4. The table shows the number of plates a pottery produced last week.

Day	Mon	Tue	Wed	Thu	Fri
Number of plates	125	140	154	126	80

The target is 100 plates a day.

By what percentage is the pottery over its target for the week?

- A. 2.5% B. 15%
C. 25% D. 125%

5. The pottery sells slightly imperfect plates at a discount of 20%.

Which calculation gives the price of a slightly imperfect plate normally costing £10?

- A. $£10 - \frac{20}{100}$
B. $£10 \times \frac{20}{100}$
C. $£10 \times (\frac{20}{100} \times £10)$
D. $£10 - (\frac{20}{100} \times £10)$

Now you write some questions.....

Level 2 Adult Numeracy curriculum links

All the Level 2 fraction elements are listed below – although not all are covered in this resource.

N2/L2.1 Use fractions to order and compare amounts or quantities

(a) know how to change fractions to equivalent fractions with a common denominator

N2/L2.2 Identify equivalencies between fractions, decimals and percentages

(a) understand that fractions, decimals and percentages are different ways of expressing the same thing

(b) know that percentages are fractions out of 100

(c) know that decimal fractions are expressed in tenths, hundredths, thousandths

N2/L2.3 Evaluate one number as a fraction of another

(a) understand equivalent fractions

(b) understand simplest form

(c) know how to reduce a fraction to its simplest form, e.g. by recognising equivalent fractions, by using factors to cancel

(d) recognise prime numbers (i.e. numbers that can't be cancelled)

(e) understand that quantities must be in the same units to evaluate one as a fraction of another

N2/L2.4 Use fractions to add, subtract, multiply and divide amounts or quantities amended in 2009 curriculum update

(a) know some common addition and subtraction facts e.g. $1/2 + 1/4 = 3/4$, $3/4 - 1/2 = 1/4$

(b) understand how to change fractions to equivalent fractions for the purpose of adding and subtracting

(c) understand how to multiply a fraction by a fraction in practical contexts new sub-element

(d) understand division of fractions in practical situations new sub-element

N2/L2.10 Solve problems with or without a calculator efficiently using whole numbers, fractions, decimals and percentages

(a) understand the use of memory and constant functions

(b) know and use strategies to check answers obtained with a calculator

(c) understand that calculators vary and know how to use common models

Answers:

1. D $3/5$

2. B $(49-43/43) \times 100$

3. C 4,500

4. C 25%

5. D $10 - (20/100 \times \text{£}10)$